

THE SIDE EFFECT ON CHILDREN PRACTICING THE ELECTRONIC GAMES - FIELD STUDY

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ABSTRACT

The study aimed to identify the social and demographic characteristics of the children surveyed, to the electronic games that children play and to the electronic devices that children use in playing the games through them, and to explore the dimensions that result from children playing electronic games on their social lives and to identify statistically significant differences ($\alpha = 0.05$) between them on the basis of other factors such as gender, age, father's job type, mother's job type, father's educational level and mother's educational level. The study community consisted of middle preparatory students in private schools, west and south of Amman during the first semester of the academic year 2019–2020, an irregularly random sample was extracted from the study population, and its number (195) respondents.

The study concluded that the type of electronic games mostly practiced by children is football games, and that the mobile device is the most used electronic device than other devices, and the arithmetic circles of the dimensional paragraphs resulting from the use of technology in the use of electronic games for children ranged between 2.46 and 3.74 with high and medium degrees, as children have decided to spend a long time while using electronic games and the competition of those around them during their exercise, and they occupy their imagination and thinking, and that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$). The technology in using electronic games for children according to the variable, according to the gender variable and the differences were in favor of males as well as the presence of statistically significant differences according to the age variable and the presence of statistically significant differences according to the variable type of job for the father, and the study recommended working to increase awareness of children and guide them to know the negative effects. The consequences of playing electronic games, monitoring electronic games that the child plays by the family and directly following them, and intensifying research and scientific efforts in following up electronic games and practicing them in particular.

KEYWORDS: Child & Electronic Games

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INTRODUCTION

Play is one of the basic needs that children need in developing their skills and abilities, and a major from learning and knowledge acquisition, and the child must play games that are appropriate to its physical, mental and cognitive abilities, and that not playing games causes a disorder in the child that is difficult to compensate for in his life. Studies, international agreements and all organizations that take care of the rights of the child have focused on the fact that play is one of his rights that it enjoys and must be provided to every child, in order to complete its growth and skills and to be able to satisfy its needs.

As a result of scientific and technological progress, and the proliferation of desktop and laptop computers and electronic gaming devices, electronic games that rely on these devices have become more pervasive in the lives of young and old alike, so it was necessary to employ these games in education and adapt them to educational and

learning goals. (Abdul Rahim, 2009: 32). These games provided the child with pleasure and excitement through the use of the hand with the eye, which is known as visual and motor synergy or through the union of mental possibilities.

Electronic games also include a set of instructions for each game, simulating reality and is characterized by being highly interactive by linking it with communication networks, so it is considered a useful tool and can be used as a support for the learning process, as it leads to interaction between the learner and the content of the game and the mental activity and the release of imagination to think. (Abdel Razzaq, 2011: Part 1) also aims in general to mix between learning and entertainment at the same time, to generate excitement and suspense and a serious desire to learn, mixed with entertainment, and it depends on a number of programs that aim to enhance concepts and skills, so that the student can successfully complete the game, and motivate him through the excitement of competition and motivation, and the expulsion of boredom and monotony from the game. (Al-Rubaie, 2004: 41).

Electronic games are characterized by how they stimulate the mind through focusing to accomplish the game, and therefore they are primarily a mental activity that includes all video and computer games in all its forms, (Al Khazaleh 2011: 58), such as mobile phone games, and electronic board games, in other words, it includes all the games of form and electronic quality, so it is a program and information itself, where its activities are practiced in the same way as other program activities are practiced in terms of the means that depend on them, and we mean portable and fixed computers, mobile phones, TV and other media, and these games are practiced with Rh individually or collectively through computer networks. (Al-Omari, 2015: 28).

DEFINITION OF ELECTRONIC GAMES

Saline and Zimmermann (2004) defined electronic games as electronic games that include computer games, internet games, video games, mobile phone games and games on hand-held devices.

It is also known as "a set of programmed activities, which increases the learner's motivation for the high degree of interaction they provide and is characterized by fun, marketing and imagination in an educational framework that aims to create an atmosphere of challenge for the learner's thinking to reach unconventional solutions to the game problem under the supervision of the teacher, and access to the information contained in the game" (Qandil Muhammad, Metwally Badawi, 2008: 38).

It is also known as: "electronic educational software that uses multimedia, mixes learning with entertainment to attract student interest and excite it with pleasure, and is followed according to a set of goals of specific procedures in accordance with specific rules and laws of the game, and to achieve mathematical educational goals. The role of the teacher during play is supervision, direction and guidance". (Al-Harbi, 2010: 51).

Qwaider provided a detailed definition of electronic games as a recreational activity that appeared in the late 60s, and it is primarily a mental activity that includes both the following: computer games and mobile phone games, and in general, it includes all games of an electronic nature. It is an information program for games that exercises this activity in a different way from the way in which other activities are practiced, since these games depend on the method through which the activity is practiced, where they are practiced through fixed and portable computers, mobile phones, fixed and mobile video games, television and other means, and these practiced games are individually or collectively and many of them depend on communication and information networks, and depend on the existence of their own program and information processor and the means of output (Koueider, 2012: 31).

It is also known as "an activity in which players engage in artificial conflict, within certain rules, in a way that leads to obtaining quantitative results. Any game is called electronic in the event that the digital component is available in it, and it is usually played on computers, smart phones and TV. Video, palm and palm devices" (Naif, 2015: 65).

Electronic games are considered a technological commercial commodity, as it is a small part of the new world emerging from the modern digital culture, although it is fun and entertaining, but it affects the individual and society in a variety of ways (Abdul Razzaq, 2011: 45).

RESEARCH PROBLEM

The problem of the study is through knowing the extent of electronic games and identifying their types and examining the effects of children's behavior as a result of their practice, as it is one of the most prevalent entertainment means among children and adolescents in different groups of society, and there are many reasons that call for the attention on the effects of its social dimensions on children, their behavior and thinking.

RESEARCH IMPORTANCE

The importance of the study stems from the fact that it seeks to determine the types of electronic games and the extent of their impact on the social life of children, especially in light of the multiplicity and diversity of electronic games, and their availability and ease of use among the majority of children. Its importance lies in the fact that it deals with the subject in light of the scarcity of studies that one is interested in because of its novelty on the scene, and the necessity of search in it to control and frame it to protect and guide the child.

Research Objectives

This research aims to study:

- Social and demographic characteristics of the children surveyed.
- Electronic games that children play.
- The electronic devices through which the children use to play electronic games.
- What are the dimensions that result from children playing electronic games on their social life
- Determining the statistically significant differences ($\alpha = 0.05$) between the dimensions resulting from the use of technology in the use of electronic games for children due to gender, age, type of father's job, type of mother's job, father's educational level and mother's educational level.

Research Questions

This research attempts to answer the following questions:

- What are the social and demographic characteristics of the children surveyed?
- What are the electronic games that children play?
- What electronic devices that the children use to play the electronic games?
- What are the dimensions that result from children playing electronic games, on their social life?

- Are there statistically significant differences ($\alpha = 0.05$) between the dimensions resulting from the use of technology in the use of electronic games for children due to gender, age, type of father's job, type of mother's job, father's educational level and mother's educational level?

RESEARCH APPROACH

The social survey method was used to suit the nature of the study and its objectives and the data that we need to obtain and analyze in order to answer research questions.

RESEARCH SAMPLE

The research community consisted of middle and intermediate stage students in private schools of west and south of the city of Amman during the first semester of the academic year 2019–2020, and an irregular random sample was extracted from the research community, and the number was 195 respondents.

SEARCH TOOL

The researcher designed a special questionnaire to facilitate the collection of the necessary data from the respondents according to the aims and questions of the research.

SEARCH LIMITS

Temporal limits: The research came in the time period between 1/6/2019–1/9/2019, that is, in the first semester of the academic year 2019–2020.

Methodological limits: The difficulty of conducting research on middle school students in private schools due to the difficulty of cooperation from different schools, the large number of students and its spread in a wide geographical area, and the need for longer time study and significant financial and logistical support.

Stability of the Tool

To find out the stability of the tool and the possibility of obtaining the same data when researching using the same search tool on the individuals themselves under one circumstance and to test the stability of the questionnaire and its reliability in testing hypotheses and achieving the goals of the research, the internal consistency measure – Cronbach's alpha – was used to measure the degree of credibility of the responses of the research community on the questionnaire's questions.

Statistical Processing

To answer the research questions, the following statistical treatments were used through the Statistical Packages Program (SPSS).

RESULTS

The First Question

Characteristics of the Study Sample According to its Variables

- Sex
 - Male students are the most frequent who reached 110 by a percentage of 56.4%, while females are the least frequent who reached 85 and by a percentage of 43.59%, which indicates a high degree of male response to

the subject of the study.

- Age
 - The students who are 12 years old are the most frequent who reached 54 by a percentage of 27.7%, while students who are 13 and 14 years old are the least frequent, who reached 45 and by a percentage of 23.08%, where this comes. The age groups in the controller site are somewhat of technological games, unlike those in the ages less than that who occupy the spectator role more than the controller.
- Father's educational level
 - The students who have the educational level of their parents (BA) are the most frequent who reached 91, with a percentage of 46.7%, while students whose educational level for their parents are I do not read and write, are the least, who reached 1 with a percentage of 0.5%.
- The educational level of the mother
 - The students whose mothers' 'educational level is Bachelor's are the most frequent and have reached 103 by a percentage of 52.82%, while students whose mothers' educational level is I do not read and write, are the least frequent and have reached 3 by a % of 1.54%.
- Father's job type
 - That the students who have the father's job type as self-employment are the most frequent, which has reached 79 by a percentage of 40.5%, while students who have the father's job type as that of public sector are the least frequent and have reached 7 by a percentage of 3.59%/. This indicates the presence of the majority of students, who have the type of father's job in public sector in government schools.
- Mothers job type
 - The students who have the type of maternal job in the public sector are the most frequent, which has reached 106 by a percentage of 54.4%, while students who have the type of maternal job in private sector are the least frequent and have reached 15 yen by a of percentage 7.69%.

The Second Question

What are the kinds of electronic games does the child play?

It indicates students' tendencies towards football-related games, followed by fighting games and adventure games.

The Third Question

What kind of electronic device is used to play electronic games?

It indicates the extent of mobile penetration between the environment surrounding students and the ease of spreading, carrying and using it instead of other devices.

The Fourth Question

What are the dimensions resulting from the use of technology in the use of electronic games for children?

And that states, "I spend a long time using electronic games" with an arithmetic mean 3.74 and with a high

degree, and in the last rank paragraph 17, which states, "My ability to build social relationships" has weakened with my arithmetic medium 2.46, and with a moderate degree, and the arithmetic mean of the domain has reached "dimensions resulting from the use of technology in the use of electronic games for children" as a whole (2.97) and to a moderate degree.

The Fifth Question

Are there statistically significant differences ($\alpha = 0.05$) in the degree of impact of the dimensions resulting from the use of technology in the use of electronic games for children with different variables: gender, age, educational qualifications for the father and mother, and the type of job for the father and the mother?

There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) of the dimensional field resulting from the use of technology in the use of electronic games for children according to the gender variable, and the differences were in favor of males.

It also indicates that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$), the field of dimensions resulting from the use of technology in the use of electronic games for children according to the age variable.

It indicates that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$), the field of dimensions resulting from the use of technology in the use of electronic games for children according to the variable type of the father's job..

While it indicates that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$), in the field of dimensions resulting from the use of technology in electronic games for children according to the variables: parents' educational qualification and the type of mother's job, where the values of "F" did not reach a level of statistical significance.(0.05)

CONCLUSIONS

- Educating children and guiding them to know the negative effects of playing electronic games that leave them on different aspects of their lives as well as to identify and enhance the positive effects.
- Monitor the electronic games that the child plays by the family.
- Regulating the use of electronic means, especially the mobile, as it is the most used among the rest of the means, so that its use does not have negative effects, whether on physical, psychological, or social health.
- Encouraging the child to play electronic games at appropriate times that are compatible with its various life duties.
- Urging the child to play games that develop and stimulate intelligence, concentration and thinking skills as well as educational ones.
- Intensifying research and scientific efforts on following up and playing electronic games in particular, in addition to developing communication technology in general, and framing it to be an important factor in an individual's socializing and reducing its negative effects.

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Waed Madadah, PhD student in Sociology at University of Jordan, hold master degree in sociology and bachelor degree in sociology. For master thesis, it's about (Attitudes of students of the University of Jordan towards satellite stations). For PhD thesis, it's about (Electronic games and their impact on the behavior of middle school students and their relationship to educational attainment of private schools in Amman). Has an experience in working in the field humanitarian work within the community based organizations in Jordan, in project management and carrying out field studies and researches related to human rights issues in general and women's rights issues in particular.

